

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 JAN 31 PM 2:40</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

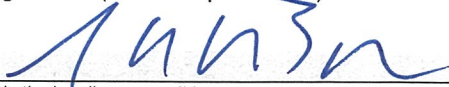
## Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District		Amendment #	
Taylor ISD	246-911			
Vendor ID #	ESC Region #			
74-6002357	13			
Mailing address		City	State	ZIP Code
3101 North Main Street, Suite 104		Taylor	TX	76574
Primary Contact				
First name	M.I.	Last name	Title	
John	P.	Hale	Director of Instructional Technology	
Telephone #	Email address		FAX #	
512-365-1391 x1142	jphale@taylorisd.org		512-365-3800	
Secondary Contact				
First name	M.I.	Last name	Title	
Jennifer	A.	Patschke	Director of Federal Programs	
Telephone #	Email address		FAX #	
512-365-1391 x1130	jhp@taylorisd.org		512-365-3800	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

### Authorized Official:

First name	M.I.	Last name	Title
Keith	A.	Brown	Superintendent
Telephone #	Email address		FAX #
512-365-1391	keith.brown@taylorisd.org		512-365-3800
Signature (blue ink preferred)	Date signed		

  
Only the legally responsible party may sign this application.



**Schedule #1—General Information**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Taylor Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Taylor Middle School is applying for this grant to address the need to develop teachers, close performance gaps in reading and math between the economically disadvantaged (64%) and the rest of the student population, and to ensure equitable access to digital instructional materials. These goals are directly aligned with TEA's strategic priorities. This will be accomplished by providing readily available software and devices to **every** student in order to monitor student progress, conduct benchmark assessments and every day activities. A focus will be placed on Acceleration through scaffolding from the students expected learning to their current learning. Focused Instructional Time (FIT) will be provided for intervention and enrichment tied to data collected in intervention programs. Professional learning sessions as well as monthly RtI meetings will be held by teachers to discuss and plan student interventions and monitor progress.

With 64% of the student population considered economically disadvantaged, providing a device to every student will give them greater opportunity to use the digital instructional materials available to them anytime and anywhere. This in turn will allow for a more immediate response to intervention in order to close the performance gaps in reading and math. Currently, economically disadvantaged students underperform on state assessments compared to all students. Our goal will be to decrease this achievement gap through computer access where students can complete reading and math interventions outside of the school day in addition to school interventions.

Reading			Math		
Grade	All Students	Economically Disadvantaged	Grade	All Students	Economically Disadvantaged
6th	66%	54%	6th	78%	70%
7th	62%	55%	7th	58%	54%
8th	84%	83%	8th	92%	90%

**Budget**

The bulk of the budget will be spent on purchasing more mobile devices so each student has readily available access to digital resources. Though students have been using the existing mobile devices to access available instructional materials as much as possible, it has been limited to when teachers can check out the shared devices. The remaining budget will be spend to provide wireless hotspots for students to check out. There are too many unknown variables with regard to future IMA funding and necessary expenses for Proclamation 2019 (English, Language Arts, English & Spanish; Spelling, Handwriting and English Learners) for us to use any current IMA Funds for technology. The English/Language Arts Adoption has to be given priority. The back up budget falls squarely on the district's Fund Balance which has recently been depleted due to construction projects in the district.

**Demographics**

Taylor Middle School is made up of 64% economically disadvantaged students in 6<sup>th</sup>-8<sup>th</sup> grade. About 11% are English Language Learners while 11% qualify for Special Education services. Most significantly, 61% of students are Hispanic and most likely do not have equitable access to online resources according to Pew Research. Specifically, rural Hispanic students have the lowest access to broadband. This diverse group of students make up the vast majority of students that will directly benefit from this grant and assist with closing the reading and math performance gaps.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Needs Assessment Process**

The needs assessment is based on the Campus Improvement Plan created by the campus and district administrative team. The campus Principal, Director of Federal Programs, Instructional Coach, and Director of Instructional Technology will work together to determine the efficacy of the program and when and how the process will need to be updated or changed.

**Management Plan**

The grant program will be managed by the following team with these specific duties.

*Director of Instructional Technology-* Facilitate overall program, provide and/or organize professional development, assist the Technology Department in managing mobile devices and software, assist Principal and Instructional Coach in monitoring progress on program goals, conduct technology walkthroughs

*Director of Federal Programs-* Manage the budget, coordinate across funding sources, and develop a plan for future funding sustainability.

*Principal-* Monitor progress on program goals, conduct administrative walkthroughs, analyze data

*Instructional Coach-* Monitor progress on program goals, assist with professional development specifically with math and reading programs, conduct and/or facilitate coaching cycles

*Technician-* Serve as first point of contact for technical assistance with mobile devices and hotspots, monitor appropriate use and assist with checking in/out devices

**Evaluation**

The program will be evaluated using 2 main instruments. First, data will be collected in both a math and reading program that is used for screening and progress monitoring students. Teachers will run various reports from these programs and then visit during planning meetings to address the needs of the students. The data reports will be broken down student by student so the level of progress being made is monitored and students can be targeted for more support. The data reports will be analyzed monthly in department meetings and student intervention groups will be adjusted based upon student needs. Second, data will be collected in administrative walkthroughs that measure a 20% improvement in showing evidence of student mastery of objectives, differentiation, collaboration, and creativity.

**Statutory Requirements**

Currently 712 students have access to 12 Chromebook carts, 1 iPad cart, 12 Mac Minis in the library and 2 iMac labs for specific Technology Application classes. An online checkout system is set up for teachers to checkout these carts for up to 3 days at a time. However, students may go several days without using any technology to assist with their lessons. There is no open lab for an entire class of students to use. No Instructional Material Allotment funds are available to purchase enough devices for each student.

**TEA Requirements**

This application completely and accurately answers all the TEA requirements in Schedule #17.

Taylor ISD is committed to the goals of this grant program. The Director of Federal Programs will work closely with the Director of Instructional Technology and Business Office to continue to reevaluate how more digital resources can be used instead of traditional textbooks and how the Instructional Material Allotment funds and other local funds can be used to sustain the program once grant funding is terminated.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 246-911			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$100, 000	\$0	\$100,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$100,00	\$0	\$100,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$100,000</b>	<b>\$0</b>	<b>\$100,000</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$0
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 246-911		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$0
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 246-911		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do require specific approval:	
	• 310 mobile devices with management software	\$75,020
	• 750 mobile device cases	\$12,750
	• 20 mobile hotspots	\$7,248
	• Misc Supplies	\$4,982
<b>Grand total:</b>		<b>\$100,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 246-911		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 246-911			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	454	63.94%	
Limited English proficient (LEP)	87	12.25%	
Disciplinary placements	DNA	DNA	
Attendance rate	NA	96.5%	
Annual dropout rate (Gr 9-12)	NA	NA	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							235	227	248					710

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment is based on 2017 STAAR Math and Reading scores for all incoming 6<sup>th</sup>-8<sup>th</sup> grade students. The campus determined that one of the greatest campus needs is to close the performance gaps in reading and math based on the following 3 year STAAR data.

STAAR Data	2017			2016			2015		
	Gap	All	Eco Dis	Gap	All	Eco Dis	Gap	All	Eco Dis
6 <sup>th</sup> Reading	12	66	54	8	61	53	5	76	71
6 <sup>th</sup> Math	8	78	70	4	76	72		N/A	N/A
7 <sup>th</sup> Reading	7	62	55	3	65	62	4	77	73
7 <sup>th</sup> Math	4	58	54	6	69	63		N/A	N/A
8 <sup>th</sup> Reading	1	84	83	4	81	77	3	87	84
8 <sup>th</sup> Math	2	92	90	2	82	80		N/A	N/A

Currently, the campus relies on assessments that occur just a few times a year when immediate interventions are necessary to ensure progress. Students have access to 12 shared mobile device carts. With this grant every student would gain immediate access to a device this will allow daily use of digital instructional materials in all subjects as well as specific intervention programs in math and reading. Once students have received proper training, they will be able to check out mobile hotspots for home use as needed.

The campus Principal, Instructional Coach, Director of Federal Programs, and Director of Instructional Technology will work together to determine the efficacy of the program and when and how the process will need to be updated or changed.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased access to online instructional materials	The purchase of 310 mobile devices would provide every student with immediate access to online materials.
2.	Professional learning opportunities	Providing staff with professional learning opportunities and coaching would help ensure the proper use of equipment and software used with students.
3.	Intervention Software	This software would be used to screen and monitor student progress in math and reading. Therefore the data would allow teachers to immediately intervene and support students with their specific needs.
4.	Internet Access at Home	This would provide Internet access to students that do not have it on an as-needed basis. It would especially target the economically disadvantaged Hispanic students.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Technology	Masters in Instructional Technology, Technology Applications certification, mid-management certification, TTESS certified administrator, Google for Education Certified Trainer, Apple teacher
2.	Principal	Mid-management certification, TTESS certified administrator, experienced in identifying specific interventions for students and implementing Focused Instructional Time (FIT) to address student needs
3.	Instructional Coach	Masters degree, minimum of 3 years experience coaching teachers, lead professional learning communities
4.	Professional Development Consultants	Certified in their respective software programs, minimum of 3 years experience coaching teachers in math and reading programs
5.	Reading and Math Teachers	Certified 6 <sup>th</sup> -8 <sup>th</sup> grade reading and math teachers, experience in professional learning communities

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase access to digital resources	1. Setup mobile devices	05/01/18	06/04/18
		2. Test wireless access across campus	06/04/18	06/08/18
		3. Update user accounts and software integrations	07/30/18	08/03/18
		4. Setup wireless hotspots for checkout	08/15/18	08/30/18
		5. Complete all software integration with Clever	08/15/18	08/30/18
2.	Provide professional learning and coaching to teachers	1. Plan professional learning opportunities	05/01/18	06/15/18
		2. Conduct initial 2 day PD	07/30/18	08/10/18
		3. Conduct 2 coaching days	10/01/18	10/12/18
		4. Conduct 2 coaching days	02/18/19	02/28/19
		5. Conduct various technology training as needed	Ongoing	Ongoing
3.	Conduct classroom walkthroughs for improved performance	1. Conduct/analyze administrative walkthroughs	Ongoing	Ongoing
		2. Conduct/analyze technology-focused walkthroughs	09/24/18	09/28/18
		3. Conduct/analyze technology-focused walkthroughs	02/11/19	02/15/19
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Close performance gaps in math and reading for Economically Disadvantaged	1. Increase performance by 10% in math	09/10/18	05/24/19
		2. Increase performance by 10% in reading	09/10/18	05/24/19
		3. BOY progress reports and plan with teachers	09/10/18	09/21/18
		4. MOY progress reports and plan with teachers	12/03/18	12/14/18
		5. EOY progress reports and plan with teachers	05/01/19	05/10/19
5.	Improve scores for Indicator 3 on TEA School Report Card.	1. Review 2017 and 2018 STAAR assessemnts	06/01/19	06/30/19
		2. Plan for new school year	06/30/19	08/30/19
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus annually conducts a needs assessments based on the Texas Annual Percentage Report (TAPR), STAAR, TELPAS, local benchmarks and common assessments, attendance and discipline reports, staff surveys and prior campus improvement plans. Adjustments are made after each content-based assessment through Professional Learning Community meetings and communicated to others through a variety of means including websites, email, and reports sent home to parents. Plans for attaining goals and objectives are continually communicated with parents and the community through parent information nights, letters to targeted students in need of additional support, monthly emails and the campus educational improvement committee that meets 3 times per year.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With 12 mobile device carts available to students we have started to implement many of the goals expressed in this grant application yet cannot fully implement all of them without providing access to all students in a timely manner. The consistent use of the devices and increased student engagement have proven to be effective. All 12 carts are setup in an online checkout system with 2 carts available for each subject area and a few extra carts for electives. This system has allowed maximum use but still does not allow for anytime use for students. Receiving this grant would ensure that all students have readily available access to all digital instructional materials.

We will coordinate efforts to maximize effectiveness of the grant funds by monitoring software use, reviewing how often the mobile devices and hotspots are being used and reviewing attendance records for professional learning sessions.

All teachers will be required to regularly use these devices with their students as well as work in Professional Learning Communities to fine tune their skills related to instructional strategies and technology.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Administrative Walkthroughs	1.	20% increase in evidence of student mastery of the lesson objectives
		2.	20% increase in differentiation in conducting lessons
		3.	
2.	Technology Integration Walkthroughs	1.	20% increase of technology being used for collaboration
		2.	20% increase of technology being used for creativity
		3.	
3.	STAAR	1.	5% decrease in the performance gap of all students and eco dis students
		2.	
		3.	
4.	Fast ForWord Reports (Reading)	1.	Student lessons completed increases month to month
		2.	
		3.	
5.	Dreambox Reports (Math)	1.	Student lessons completed increases month to month
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected through the following methods:

**Administrative Walkthroughs**

The campus principal and two assistant principals will conduct regular administrative walkthroughs on all classroom teachers throughout the year. These walkthroughs will be primarily tied to the Texas Teacher Evaluation and Support System (TTESS) but also include technology skills. Specifically they will be evaluating the progress in 4 main areas. The areas include evidence of student mastery of objectives, differentiation, collaboration, and creativity.

**Technology Integration Walkthroughs**

The Director of Instructional Technology and Instructional Specialist will conduct technology integration walkthroughs to collect specific evidence related to communication, collaboration, critical thinking, and creativity. This evidence will be heavily focused on the effectiveness of technology integration as it relates to improvement in reading and math.

**STAAR**

Scores will be collected from TEA and available for review in Eduphoria Aware. These scores will be compared to previous years and analyzed for future plans. Data will be heavily disaggregated before the start of school and lesson plans and interventions will be adjusted accordingly.

**Fast ForWord Reports (Reading) and Dreambox Reports (Math)**

Reports will be created at the beginning, middle, and end of the year in both programs to monitor progress and make appropriate adjustments to meet the needs of students.

**Performance Measures**

All required performance measures will also be including as outlined in the program guidelines.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently 712 students have access to the following shared devices.

- 12 Chromebook carts for checkout
- 1 iPad cart for checkout
- 12 Mac Minis in the library
- 2 iMac labs for specific Technology Application classes

There is no open lab for an entire class of students to use. Students may go several days without using any technology to assist with their lessons. Little Instructional Material Allotment (IMA) funds are available to purchase enough devices for each student. There are too many unknown variables with regard to future IMA funding and necessary expenses for Proclamation 2019 (English, Language Arts, English & Spanish; Spelling, Handwriting and English Learners) for us to use any current IMA Funds for technology. The English/Language Arts Adoption has to be given priority. The back up plan falls squarely on the district's Fund Balance which has recently been depleted due to construction projects.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending program aligns well with 3 main goals of the campus.

**Goal 1: Recruit, train, support, and develop teachers  
(TEA Strategic Priority #1)**

Providing teachers the appropriate professional learning experiences, participating in data meetings and coaching cycles will better equip them to teach. This will help them develop skills that in turn will help students.

**Goal 2: Close performance gaps with differentiation and the use of engaging instructional strategies  
(TEA Strategic Priority #2)**

Allowing teachers and students quick and easy access to devices will give them an increased opportunity to differentiated instruction to a much higher level than otherwise would be impossible. This would also afford them an opportunity to use new engaging instructional strategies through a variety of programs and activities that you simply cannot do offline. Most importantly, it will allow them to target the reading and math performance gaps that currently exist.

**Goal 3: Increase student progress to ensure equitable access and opportunity for college and career readiness  
(TEA Strategic Priority #3)**

By having a mobile device readily available to every student, this ensures equitable access to digital instructional materials. It also allows the easy use of a variety of formative assessment tools that can aide student progress on a day to day basis. The addition of mobile device hotspots that can be checked out on an as needed basis will allow students that may not have Internet access at home to have it available for various assignments.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A very few students attending the targeted school ride a bus more than an hour in a single ride. About 64% of students are considered economically disadvantaged and may not have Internet access at home. However, the local library and various other churches and businesses have wireless access for students to use.

Our plan is to provide 20 wireless hotspots that can be checked out on an as-needed basis. Due to the age of the students, mobile devices and wireless hotspots will not be checked out for home use immediately but will be evaluated the first six weeks. Teachers will monitor student use and conduct digital citizenship lessons including how to take care of their mobile device and hotspot. Information will also be shared with parents via email, parent meetings, and notes sent home with each device as they are checked out.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program aligns with current instructional practices by creating and engaging lesson structure that students can access in the classroom and at home. We provide students with unit organizers to help align their thinking and create good habits of students. Our staff works continually to create engaging formats for students. Student having accessing to these units at home through technology and throughout the school will greatly benefit their level of learning and mastery.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following digital instructional materials are being used as a supplement to their existing textbooks in 6<sup>th</sup>-8<sup>th</sup> grade. Students gain access to these resources through mobile devices from time to time when teachers check out a cart.

**Math**

HMH Go Math!, 6-8

McGraw Hill ConnecED, Algebra 1

**Reading**

Holt McDougal Literature, 6-8

**Science**

HMH Science Fusion, 6-8

**Social Studies**

HMH Grade 6: Contemporary World Studies

HMH Grade 7: Texas History

HMH Grade 8: US History Through Reconstruction

Brainpop

Learning.com

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current wireless infrastructure is suitable for the existing devices and would allow expansion for the requested additional devices. Each classroom and common area has wireless access points. Currently the campus has a 2GB connection to the district's main distribution facility with plans to increase to 10GB by the start of the school year. It shares a 700MB connection to the Internet.

A fulltime technician is assigned to the campus for technical assistance and the Director of Instructional Technology will provided most of the training needed for teachers and administrators. Additional assistance is available at the district level as needed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 246-911

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and campus technicians will inventory and check out the devices through 1<sup>st</sup> period classes to every student. The 1<sup>st</sup> period teacher will monitor the condition of each device and report any technical issues or damages. Students will check in the device at the end of the each day for the first six weeks. Once students have received 2 digital citizenship lessons, their parents have signed an Acceptable Use Policy and paid a \$20 accidental damage fee they will be able to take their mobile device home each night. A series of orientation meetings will be available for parents to attend to ask questions, sign documents and pay fees.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology lending equipment will be inventoried by the district Technology Department and monitored by each 1<sup>st</sup> period teacher. Every student will be required to bring their device to school each day and their 1<sup>st</sup> period teacher will monitor that the device is being used appropriately.

A Technology Lending Agreement will be signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills through their Technology Applications course. Additionally, students will receive 2 digital citizenship lessons as well as an orientation for using the mobile hotspot.

Insurance will not be purchase, however, a fee of \$20 will be charged per student for accidental damages. Wavers will be available for those considered economically disadvantaged.

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By TEA staff person:

# 2018-2019 Taylor ISD / Taylor M.S. Technology Plan

## Section 1 of 4. LEA Information

ESC Region: 13

County District Number: 246-911-041

LEA Name: Taylor Independent School District / Taylor Middle School

Superintendent: Keith Brown

Address: 3101 N. Main Street, Suite 104

City, State Zip: Taylor, Texas 76574

Phone: 512-365-1391

Fax: 512-365-3800

Does your LEA file E-rate? yes

If yes, please answer the following three questions:

- 1.) What is your Billed Entity Number? 141081
- 2.) Is your LEA filing for Category 1 services this funding year? no
- 3.) Is your LEA filing for Category 2 services this funding year? no

## Section 2 of 4: Contact Information

Name: JP Hale

E-mail: jphale@taylorisd.org

Phone: 512-365-1391

## Section 3 of 4: Demographics

Total Student Enrollment: 3190 District / 712 Taylor M.S.

LEA Size: Class 4A

Percent Economically Disadvantaged: 64%

Number of Campuses: 7

FCC Broadband targets: The E-rate bandwidth targets for Internet access for schools is at least 100kbps per user (students and staff) in the short term and 1Mbps Internet access per user in the longer term.

Number of campuses with high-speed broadband Internet access that meets the current FCC target: 7

Percentage of campuses with high-speed broadband Internet access that meets the current FCC target: 100%

Computing device/Student Ratio (include computers and tablets, but not cell phones): 1/3

Computing device/Teacher Ratio (include computers and tablets, but not cell phones): 1/1

Number of classrooms with WiFi access: 220

Percentage of classrooms with WiFi access: 100%

**Projected data for the 2018–2019 school year.**

Technology expenditures: \$167, 000

Technology expenditure per pupil: \$235

Note: These projected expenditures are for Taylor Middle School only and are assuming we receive grant funds. Budget items such as textbook programs, student information systems, data management tools, etc are not included. The budget is targeted toward instruction and student use.

**Section 4 of 4: Plan Introduction**

This technology plan covers the period starting on July 1, 2018, and ending on June 30, 2019, which aligns with the E-rate funding cycle.

**Assessment Process**

Goals, objectives, and strategies for the technology plan were based upon the following data:

- Campus Improvement Plan
- Children’s Internet Protection Act
- Past Technology Plans
- Current Conditions of Hardware/Software
- State and National Technology Standards
- State and Local Test Data

Other evidence used for assessing the needs of the district included the following:

- PEIMS and AYP data
- Program usage reports
- Network storage capacities and wireless access
- Help Desk requests
- Maintenance requests
- Walkthroughs by campus administrators and curriculum staff

The district’s overall position is reviewed by the District Technology Committee on an as needed basis. The Campus Technology Committees assess and review the needs at the campus level as well as the connection to the district over all plans. An annual technology survey is conducted for all Taylor ISD employees to assess the overall needs as they relate to hardware and staff development.

## Current Conditions

### District

1. 5 Windows Server 2012, 6 Windows 2008 servers provide SQL databases, student demographic database, educational video hosting, file serving, backups, online testing, transportation applications, A+ terminal services, campus specific application hosting, printing service, library services, antivirus and network infrastructure services. 1 Vmware Server Hosting 15 servers. Running server 2012 for File storage and Baracuda backup.
2. 2 Linux based servers are used for image backups and distribution, file services, application distribution, athletic video hosting, web filtering SAMBA and noodle.
3. 18 computer labs are utilized with a 700-megabit per second Internet service. Internet service is provided by Spectrum Cable over a fiber-optic line.
4. The Internet service handles routine e-mail and web ingress and egress traffic. The district utilizes a Linux server for its public DNS, Windows 2012 for internal DNS and DHCP.
5. Windows servers also provide district ILS support to grades Pre-K through 12. The district has 140 point-to-point strands of single-mode fiber terminated throughout the district in a star topology for LAN traffic.
6. Web content filtering for the primary Internet service is provided by Lightspeed and Securly, which is in place for all networked computers to prevent access to undesirable websites for both students and staff.
7. Individual workstation web activity is also monitored and logged by a combination of Lightspeed and traffic monitoring software developed in-house. Both inbound and outbound traffic traversing the primary Internet service is filtered through a Palo Alto firewall.
8. Taylor ISD uses a variety of wired switches and 262 Meraki MR-34 wireless access points as necessary to implement central and site-specific local area networks.
9. Currently deployed wireless products include Meraki.
10. The district's core switch/router is a Cisco 6509 that interconnects campuses with the central data facility via multi-gigabit fiber. This device provides the routing policy and traffic shaping necessary for accessing network resources including the servers, Internet and email on an "as needed" basis.
11. All file and print servers as well as end-user workstations are protected by Sentinel One antivirus software.
12. Each campus library has student access to library resources through the Alexandria program.
13. Each classroom has access to a local or network printer.
14. Digital cameras are available on each campus for checkout.
15. All teachers at all campuses have a document camera and a projector in their classroom.
16. Microsoft Office 2016 is on every teacher's computer and every lab computer throughout the district.
17. Teachers take attendance, enter grades and discipline electronically using TEAMS.
18. TEAMS Parent Self Serve is used for parental grade notification.
19. Core teachers are accessing their curriculum online using TEKS Resource System.
20. Eduphoria Aware is used by all campuses to create, scan and report curriculum-based assessments.
21. Raptor systems are being used on all campuses to create badges for visitors and identify possible child molesters.
22. Approximately 320 Cisco VOIP phones were installed in 2013.
23. Gmail is being used by all staff and students 3-12 for email.



24. Google Vault is being used to archive all email in the district.

Taylor Middle School

1. 12 student Chromebook carts for check out (410 Chromebooks)
2. Learning.com (EasyTech) is the adopted curriculum for Technology Applications
3. 2 iMac labs for CTE courses
4. 1 cart of iPads
5. 12 Mac minis for the library
6. Wireless access points in every classroom and common areas

## Identified Needs

### ***Taylor Middle School***

#### ***Need 1: Close Performance Gap for Economically Disadvantaged***

Currently the economically disadvantaged students underperform compared to the rest of the student population. The goal is to decrease this gap by 5% each year.

STAAR Data		2017			2016			2015	
	Gap	All	Eco Dis	Gap	All	Eco Dis	Gap	All	Eco Dis
6 <sup>th</sup> Reading	12	66	54	8	61	53	5	76	71
6 <sup>th</sup> Math	8	78	70	4	76	72		N/A	N/A
7 <sup>th</sup> Reading	7	62	55	3	65	62	4	77	73
7 <sup>th</sup> Math	4	58	54	6	69	63		N/A	N/A
8 <sup>th</sup> Reading	1	84	83	4	81	77	3	87	84
8 <sup>th</sup> Math	2	92	90	2	82	80		N/A	N/A

#### ***Need 2: Professional Learning / Coaching***

Though TMS continues to make progress with integrating technology to improve student success, it has not made a significant enough change in the last 3 years. After conducting hundreds of classroom walkthroughs, it's evident that more formal training as well as coaching is needed to make real change in instructional practices. The goal is that through appropriately integrating technology students will improve in communication, collaboration, critical thinking, and creativity and make a larger impact on academic success.

**Need 3: More Mobile Devices for 1-to-1**

In order to have immediate access to digital instructional materials, all students need a mobile device. Currently 12 shared carts of Chromebooks are available for check out but students may go several days before gaining access to those devices.

**Need 4: Internet Access at Home**

About 64% of the Taylor Middle School students are considered economically disadvantaged and most of those students are Hispanic. According to Pew Research, rural Hispanic students are the most likely students to not have broadband at home.

**Alignment to Goals from Campus Improvement Plan**

Goal Statement	Objective Statement	Alignment to Goals from Campus Improvement Plan	Budget for this Objective
<i>Goal 1: Train, support, and develop teachers as they integrate technology into their lessons.</i>	Through professional learning opportunities and coaching experiences, teachers will gain the skills needed to improve in the area of differentiation, communication, collaboration, critical thinking, and creativity.	TMS seeks to recruit, train, support and develop high quality staff.	\$15, 000
<i>Strategy 1: Professional Learning &amp; Coaching</i>	Provide ongoing professional learning related to the digital instructional materials available to teachers and students. Coach teachers in the process of using those resources in their classrooms.		
<i>Strategy 2: Walkthroughs</i>	Conduct both administrative walkthroughs and specific technology walkthroughs to monitor differentiation, communication, collaboration, critical thinking, and creativity		
<i>Strategy 3: Maintain current instructional software</i>	Continue to fund and support the following programs for instruction: Brainpop, Learning.com and all textbook-related software (not included in budget amount)		
<i>Goal 2: Close performance gaps for economically disadvantaged students through differentiation and the use of engaging instructional strategies</i>	By taking advantage of various technology tools, teachers will be able to differentiation instruction to meet their students' individual learning needs.	TMS seeks to implement an RtI process that meets the needs for all students.	\$20, 000

Goal Statement	Objective Statement	Alignment to Goals from Campus Improvement Plan	Budget for this Objective
<i>Strategy 1: Intervention programs for math and reading</i>	Use Dreambox math and Fast ForWord reading programs to screen and monitor student progress.		
<i>Strategy 2: Data Meetings</i>	Conduct data meetings in Professional Learning Communities and continue to adjust instructional strategies to meet the specific needs of economically disadvantaged and underperforming students.		
<i>Strategy 3: Continue to use Google Apps for instruction</i>	Teachers and students will continue to use a variety of Google apps to complete lessons and specifically differentiate instruction.		
<i>Strategy 4: FIT Time</i>	Continue to conduct Focused Instructional Time (FIT) in the school day for focused interventions and enrichment.		
<b>Goal 3: Increase student progress by providing equitable access to digital resources</b>	By providing enough devices for every student they will have readily available access to the tools they need.	TMS seeks to increase student progress to ensure equitable access and opportunity for college and career readiness and postsecondary options	\$132, 000
<i>Strategy 1: Mobile Devices</i>	Purchase 310 mobile devices so every student has readily available access to digital resources.		
<i>Strategy 2: Mobile Hotspots</i>	Provide 20 mobile hotspot to be checked out as needed to provide Internet access at home.		
<i>Strategy 3: Bandwidth</i>	Increase internal connections from 2BG to 10GB		
<i>Strategy 4: Maintain Equipment</i>	Continue to maintain current equipment, wireless access points, switches, Internet connection, misc		
<b>Total</b>			<b>\$167,000</b>

#### Budget Detail for 2018 (TMS Only)

Budget Item	Cost	Funding Sources
Staff Development	\$0	
Telecommunications & Internet Access	\$15, 000	Local- Technology
Materials & Supplies	\$100, 000 \$15, 000 \$20, 000	TEA Technology Lending Grant Local- Technology Local- Campus
Equipment	\$12, 000	Local- Technology
Maintenance	\$5, 000	Local- Technology
Miscellaneous Expenses		
<b>Total</b>	<b>\$167, 000</b>	

## Evaluation Process

Administrative Walkthroughs will be conducted by campus administrators on a weekly basis and recording in our current Eduphoria system along with other evaluations. Campus administrators will continue to communicate and distribute their findings with individual teachers along with their TTESS evaluations. (Texas Teacher Evaluation and Support System)

Summary reports will be share with the Director of Instructional Technology and Director of Federal Programs to plan professional learning opportunities and/or coaching needed.

Technology Integration Walkthroughs will be conducted by the Director of Instructional Technology and recording in Google Forms. This data will not be a part of any formal evaluation but to plan professional learning opportunities and/or coaching needed specific to technology-related needs.

Each teacher will receive individual feedback in order to refine their teaching strategies and select professional learning opportunities provided.

## Evaluation Methods

- Periodic reports will be created to see usage of devices and software available
- A comparison will be made on the Administrative Walkthroughs from the previous year to look for a 20% growth in the areas of differentiation, showing mastery of objectives, communication, collaboration, critical thinking, and creativity.
- Beginning, middle and end reports will be created for math and reading intervention programs used throughout the year and information will be used in data meetings in campus Professional Learning Communities.
- STAAR reports will be compared to last year's results especially in reading and math for 6<sup>th</sup>-8<sup>th</sup> grade students